# Inspection of St John's Pre-school, Merrow

222 Epsom Road, Guildford, Surrey GU4 7AA

| | |
|---|---|
| Inspection date: | 23 April 2025 |

| **Overall effectiveness** | **Good** |
|---|---|
| The quality of education | **Good** |
| Behaviour and attitudes | **Good** |
| Personal development | **Good** |
| Leadership and management | **Good** |
| Overall effectiveness at previous inspection | Good |

## What is it like to attend this early years setting?

### The provision is good

Children of all ages demonstrate that they are settled in this friendly pre-school. They are excited to arrive and are greeted warmly by enthusiastic staff. Children quickly access a range of activities in the room. They form bonds with the staff and happily share news about their day. This strong attachment helps children build the confidence and emotional security necessary to fully embrace the learning opportunities on offer. Children behave well and learn to be kind, polite and responsible. Staff are good role models who address any minor issues gently and effectively, reinforcing 'kind hands' and 'listening ears' as needed.

The staff are a strong team, who work well together and support each other when needed. They provide the setting with a 'homely' feel, which parents also notice and comment about. Staff ensure they give children choices, including whether they want to play indoors or outdoors, when they would like their snack, and what music and action rhymes they would like to listen and dance to. This promotes children's self-esteem and helps them to feel valued at the nursery.

Children are fully engaged in the learning opportunities throughout the morning. They busy themselves as they confidently lead their own role play in the home area or construction work with elastic bands. Children make good progress in all areas, and they enjoy their learning. They learn to listen to adults and heed what they say. Older children enthusiastically recount what they have done and which books they have enjoyed. Children who need additional consideration for their learning or well-being are particularly well supported.

## What does the early years setting do well and what does it need to do better?

- Children have a positive attitude to learning. They are interested in the activities available and work collaboratively. For example, when the train track breaks apart, children keep trying until they manage to join it back into a loop for the train. They discuss what they need to do and how to rotate pieces of track to fit the spaces. This supports their confidence and problem-solving skills.
- Staff understand each child's needs and work closely with families. Children who speak English as an additional language and children with special educational needs and/or disabilities receive strong support. Staff quickly address any developmental concerns and collaborate with parents, carers and professionals to implement targeted support. The manager ensures any additional funding for children is used responsibly to have the most impact on their learning. Children make good progress from their starting points.
- Children develop good skills to help prepare them for school. From a young age, they learn to take responsibility and to manage tasks independently, such as learning how to navigate the steps to access the outside area. They serve

themselves at snack time and learn to change their clothing and footwear to go outside. Staff help children to develop confidence and resilience through their encouragement.

- Staff encourage children to persevere during activities, such as learning to clean their teeth. Children engage for extended periods while squeezing toothpaste onto brushes to clean enormous teeth. They learn to use various tools and are introduced to ambitious vocabulary, such as 'plaque', 'dentist' and 'hygiene'. Children thrive on the positive praise they receive when they clean the icing sugar plaque off the tooth. However, there are times when activities are not organised effectively, such as kicking footballs, which can prevent some children from fully participating and learning the intended skills.
- Partnerships with parents are strong. Parents share extremely positive feedback regarding the setting, including how staff go above and beyond to meet children's needs and keep them involved and updated continually. Staff successfully help parents understand the transition process as children move through the setting and on into school.
- Through ongoing training and staff meetings, the manager ensures staff have a good understanding of their safeguarding roles, responsibilities and the correct procedures to follow in the event of any concerns about a child or adult. They maintain safe and secure environments for children. The manager supports staff's professional development through regular supervision meetings and the use of online training materials.
- Staff provide children with important life skills. Through play, children learn about healthy lifestyles, personal hygiene and how to care for their teeth. Staff are excellent role models, teaching children respect and how to express their feelings. Children demonstrate wonderful manners, politely asking for help or for a turn.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- improve planning to promote all children's learning and achievement during adult-led activities.

## Setting details

| | |
|---|---|
| **Unique reference number** | EY246627 |
| **Local authority** | Surrey |
| **Inspection number** | 10394799 |
| **Type of provision** | Childcare on non-domestic premises |
| **Registers** | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| **Day care type** | Sessional day care |
| **Age range of children at time of inspection** | 2 to 4 |
| **Total number of places** | 26 |
| **Number of children on roll** | 20 |
| **Name of registered person** | St John's Pre-school Merrow Committee |
| **Registered person unique reference number** | RP911551 |
| **Telephone number** | 01483 454625 |
| **Date of previous inspection** | 26 September 2019 |

## Information about this early years setting

St John's Pre-school, Merrow registered in 2003. It is located in Merrow, Surrey. The pre-school provides funded care and early education for children aged two, three and four years. The pre-school opens Monday to Friday, from 9.30am to 12.30pm, during term time only. Four members of staff are employed to work with the children. Of these, two have appropriate early years qualifications at level 3 and level 4.

## Information about this inspection

**Inspector**
Amanda Harrison

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff and the children spoke to the inspector during the inspection.
- The manager and the inspector carried out a joint observation during a group activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of the staff working in the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can complain to Ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at https://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025